**Math Lesson Plan**

**Unit 1 – Date: September 4th and 5th**

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| **Unit Essential Question(s)** | How can we generate equivalent expressions?  How are variables used in mathematics? | | |
| **Common Core Standard:** | 6.NS.4 | | |
| **Bloom’s/ DOK** | Use (apply-3) Express (apply-3)  (DOK1) | | |
| **Learning Target(s)**  “I can…” Statements | I can use the distributive property to rewrite a simple addition problem when the addends have a common factor. | | |
| **Essential Vocabulary** | **Distribute, Addends, properties, distributive, common factor, multiple** | | |
| **Resources and Materials** | **Teacher** | | **Student** |
| **MathScool Video**  **Glencoe 9-1 pg. 332**  **Holt 1-5 pg. 26**  **Pizzazz Puzzles Sheet** | | **Performance Task One**  **Rubric**  **Colored Pencils, construction paper** |
| **8 Mathematical Practices:** | | | |
| * 1. Make sense of problems and persevere in solving them. * 2. Reason abstractly and quantitatively. * 4. Model with mathematics. | | * 5. Use appropriate tools strategically. * 6. Attend to precision. | |
| **Bell ringer** | **Over Head Check** | | |
| **Activating Strategy**  (Opening Activity) | **Performance Task One- Students work independently as teacher observes their mastery level.**  **“Distribute” materials for *Angry Birds* activity. Prior engagement with vocabulary.** | | |
| **Cognitive Teaching Strategies** | **Day One:**  **Explaining distributive property using Angry Birds introducing distributive property. Model using the activity.** <http://pinterest.com/pin/171559067025385718/>  **Day Two:**  **OR use supermarket, doubling, tripling amounts, or area examples:**<http://mathdude.quickanddirtytips.com/what-is-the-distributive-property.aspx>  http://www.quickanddirtytips.com/static/images/math/MD043-fig1.png  **Common Factoring: ex 36 + 8 = 4(9+2)**   1. **Doubling,** 2. **Tripling,** 3. **Supermarket and real life** 4. **Area**   **Use Pizzazz to practice and for homework.** | | |
| **Summarizing Strategy**  (Closing Activity) | **Day One: finish angry birds activity**  **Day Two: Check for independent practice** | | |
| **Assessment** | | **Homework** | |
| **Check model for accuracy at 100%**  **Pizzazz worksheet from homework at 80%** | | **Day One: Finish Angry Bird Project**  **Day Two: Pizzazz Puzzle** | |
| **Re-teaching Plan** | **Intervention page from HOLT pg. 30** | | |